

Inspection of St Andrew's Church of England Primary School

Main Street, Clifton Campville, Tamworth, Staffordshire B79 0AP

Inspection dates: 7 and 8 May 2025

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

The executive headteacher of this school is Rachel Mills. This school is part of The Staffordshire Schools Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Charlene Gethin, and overseen by a board of trustees, co-chaired by Kevin Borg and Peter Halifax. The executive headteacher is responsible for this school and one other.

Ofsted has not previously inspected St Andrew's Church of England Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged St Andrew's Church of England Primary School to be outstanding for overall effectiveness, before it opened as an academy. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils are incredibly proud of their school. They arrive in the morning with smiles on their faces. Warm greetings at the gate ensure that pupils and staff start the day on a happy note.

The school and multi-academy trust share the same high expectations for all pupils. Pupils relish living up to these and achieve well.

There is lots to do, and everyone is fully included. From answering big questions such as 'What is the most valuable thing in the world?' to visiting the mobile library and a local castle, pupils' horizons are broadened. Pupils across the school take on responsibilities. They know that their voices are heard and that they can, and do, make a difference.

The school helps pupils to build character and resilience. Its values of koinonia, wisdom, love and perseverance shine through. Pupils talk confidently about receiving the right things in school to help them safely grow and flourish. They are friendly, caring and polite. Pupils behave very well around school and look after each other. Younger pupils listen respectfully and attentively, for example, as their older friends read poems during the VE day celebration picnic.

Parents, carers and staff rightly speak very highly of the school.

What does the school do well and what does it need to do better?

St Andrew's is a vibrant, close-knit learning community where everybody fits in, and pupils know that 'from small beginnings, something amazing can grow'.

New leaders, ably supported by the local governance committee and the trust, have driven significant improvements in the school. Staff are unanimous in their support for new leaders and the recent changes. They appreciate that the school considers their workload and well-being and values their contributions to school life. The trust and local governors provide challenge and ensure that all delegated responsibilities are carried out effectively.

The school's carefully considered curriculum identifies precisely the important knowledge, skills and vocabulary for pupils to learn. The curriculum accounts for pupils in mixed-age classes building their learning over time. For example, in mathematics, pupils in Years 3 and 4 learn about the place value of decimal numbers. This prepares them for learning how to multiply decimal numbers by 10 in Years 5 and 6. In science, pupils in Reception Year and Year 1 link their prior learning about seasons to current learning about plants.

The school checks that pupils understand what they are currently learning. For example, teachers check that pupils know, and can use, new subject-specific vocabulary. However, the school does not check that pupils can remember important learning over time effectively. As a result, some pupils do not deepen their knowledge as fully as they could.

Children in the Reception Year get off to a flying start. They quickly learn and model the school's values. For example, they show perseverance when practising their fine motor skills. They learn and play happily alongside their Year 1 classmates. As soon as children start in the early years, staff quickly get to know them and their families. This helps the school to identify any special educational needs and/or disabilities swiftly. Skilful staff support pupils' needs and, where appropriate, adapt lessons so that all pupils can succeed.

The school ensures that learning to read is a priority. Phonics teaching is effective. Accurate checks on pupils' learning mean that any pupils falling behind with reading quickly receive the right support to keep up. Pupils learn to love reading; they are eagerly awaiting the launch of the new 'reading shed' and appreciate the wide range of books on offer.

A strength of the school is the way it secures pupils' positive behaviour. Pupils listen carefully to their teachers, and each other, and take great care of the school environment. The school's values are integral to pupils' positive attitudes to their learning and behaviour. The values thread through school life. They have been carefully chosen to develop attributes in pupils that will enable them to succeed in later life.

Pupils are being very well prepared for life beyond school. They learn about different faiths and develop an understanding of themselves and their own spirituality. Sporting events, trips and opportunities with pupils from other schools within the trust help pupils to build resilience and find out more about the world around them. Pupils learn how to keep themselves safe and healthy. For example, children in the early years learn the importance of brushing their teeth while older pupils learn how to ride their bicycles safely on rural roads. Junior 'health and safety officers' and the different pupil councils in school empower pupils and teach them valuable life skills.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the school does not check that pupils have remembered key knowledge over time effectively. This makes it harder for the school to determine how securely pupils remember knowledge in the longer term and to evaluate the impact of the curriculum. The school should ensure it checks pupils' knowledge over time across the curriculum effectively.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	150421
Local authority	Staffordshire
Inspection number	10379630
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	47
Appropriate authority	Board of trustees
Co-chairs of trust	Kevin Borg and Peter Halifax
CEO of the trust	Charlene Gethin
Headteacher	Rachel Mills
Website	www.st-andrews-cliftoncampville.staffs.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- This Church of England school is part of the Diocese of Lichfield. The school's last section 48 inspection took place in September 2024.
- The executive headteacher joined the school in April 2023. The school joined the multi-academy trust in April 2024.
- The school provides on-site, before-school childcare.
- The school does not use any alternative provisions.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors spoke with the executive headteacher, deputy headteacher and special educational needs coordinator and other leaders in school. They met with the chair and three other representatives of the local governing committee. They also met with the co-chairs of the board of trustees and the CEO of the multi-academy trust.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspectors also discussed the curriculum and looked at pupils' work in some other subjects.
- The inspectors considered responses to Ofsted Parent View, including parents' free-text responses. The inspectors also took account of responses to Ofsted's staff and pupil surveys.
- The inspectors talked to parents and families at the school gate.

Inspection team

Rachel Henrick, lead inspector

His Majesty's Inspector

Mark Gilbert

Ofsted Inspector

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